



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Ashland Central School

SAU: RSU 32 / MSAD 32

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2010-2011 NCLB Report Card



School: Ashland Central School
SAU: RSU 32 / MSAD 32
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	33	33	100	58	58	65	3	55	36	6	33	0
	2009-2010	14	14	100	71	71	73	14	57	14	14	14	0
Female	2008-2009	20	20	100	75	75	70	5	70	20	5		
	2009-2010	6	6	100			76						
Male	2008-2009	13	13	100	31	31	60	0	31	62	8		
	2009-2010	8	8	100			69						
Caucasian/White	2008-2009	33	33	100	58	58	66	3	55	36	6		
	2009-2010	14	14	100	71	71	74	14	57	14	14		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	19	19	100	37	37	53	0	37	58	5		
	2009-2010	6	6	100			62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	18	18	36	0	18	64	18		
	2009-2010	3	3	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Ashland Central School
SAU: RSU 32 / MSAD 32
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	15	15	100	67	67	71	7	60	13	20	15	0
	2009-2010	31	31	100	61	61	67	26	35	19	19	31	0
Female	2008-2009	7	7	100	86	86	75	14	71	14	0		
	2009-2010	17	17	100	88	88	71	35	53	6	6		
Male	2008-2009	8	8	100	50	50	67	0	50	13	38		
	2009-2010	14	14	100	29	29	63	14	14	36	36		
Caucasian/White	2008-2009	14	14	100	64	64	71	7	57	14	21		
	2009-2010	31	31	100	61	61	68	26	35	19	19		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	10	10	100	60	60	60	10	50	20	20		
	2009-2010	20	20	100	50	50	56	20	30	25	25		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	20	20	43	0	20	20	60		
	2009-2010	11	11	100	27	27	34	0	27	27	45		
Limited English Proficient	2008-2009	1	1	100			47						
	2009-2010	0	0				46						

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2010-2011 NCLB Report Card



School: Ashland Central School
SAU: RSU 32 / MSAD 32
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	25	25	100	68	64	67	0	68	28	4	25	0
	2009-2010	14	14	100	86	86	72	36	50	14	0	14	0
Female	2008-2009	15	15	100	60	60	70	0	60	33	7		
	2009-2010	7	7	100			78						
Male	2008-2009	10	10	100	80	71	64	0	80	20	0		
	2009-2010	7	7	100			67						
Caucasian/White	2008-2009	25	25	100	68	64	67	0	68	28	4		
	2009-2010	13	13	100	85	85	73	31	54	15	0		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				57						
Hispanic	2008-2009	0	0				56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	18	18	100	61	61	53	0	61	33	6		
	2009-2010	9	9	100			62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	40	40	31	0	40	60	0		
	2009-2010	5	5	100			36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	33	33	100	58	58	70	0	58	33	9	33	0
	2009-2010	14	14	100	64	64	62	21	43	7	29	14	0
Female	2008-2009	20	20	100	60	60	68	0	60	30	10		
	2009-2010	6	6	100			61						
Male	2008-2009	13	13	100	54	54	71	0	54	38	8		
	2009-2010	8	8	100			63						
Caucasian/White	2008-2009	33	33	100	58	58	71	0	58	33	9		
	2009-2010	14	14	100	64	64	63	21	43	7	29		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	19	19	100	53	53	58	0	53	37	11		
	2009-2010	6	6	100			50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	36	36	46	0	36	36	27		
	2009-2010	3	3	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	15	15	100	53	53	66	40	13	33	13	15	0
	2009-2010	31	31	100	65	65	62	6	58	16	19	31	0
Female	2008-2009	7	7	100	71	71	66	43	29	14	14		
	2009-2010	17	17	100	88	88	62	6	82	6	6		
Male	2008-2009	8	8	100	38	38	67	38	0	50	13		
	2009-2010	14	14	100	36	36	63	7	29	29	36		
Caucasian/White	2008-2009	14	14	100	50	50	67	36	14	36	14		
	2009-2010	31	31	100	65	65	63	6	58	16	19		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	10	10	100	50	50	54	50	0	30	20		
	2009-2010	20	20	100	55	55	50	5	50	20	25		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	20	20	41	20	0	40	40		
	2009-2010	11	11	100	36	36	36	0	36	18	45		
Limited English Proficient	2008-2009	1	1	100			43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	25	25	100	68	64	66	8	60	24	8	25	0
	2009-2010	14	14	100	50	50	64	14	36	14	36	14	0
Female	2008-2009	15	15	100	53	53	65	0	53	33	13		
	2009-2010	7	7	100			64						
Male	2008-2009	10	10	100	90	86	66	20	70	10	0		
	2009-2010	7	7	100			64						
Caucasian/White	2008-2009	25	25	100	68	64	67	8	60	24	8		
	2009-2010	13	13	100	46	46	65	8	38	15	38		
African American/Black	2008-2009	0	0				43						
	2009-2010	0	0				37						
Hispanic	2008-2009	0	0				52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	18	18	100	61	61	53	0	61	28	11		
	2009-2010	9	9	100			51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	40	40	38	0	40	40	20		
	2009-2010	5	5	100			34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Ashland Central School
SAU: RSU 32 / MSAD 32
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	65	69 60	71 69	100	100 100	99 99	61	57 49	63 61	95	95	95
Caucasian/White	100	100 100	99 99	65	68 60	71 69	100	100 100	99 99	61	57 49	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	* 100	99 99	52	56 53	60 56	*	* 100	99 99	52	47 41	50 47			
Students with Disabilities	*	* *	97 98	30	* *	36 28	*	* *	97 98	26	* *	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	5	1	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>